

## Kedington Primary Academy Relationship Policy 2024



Date of policy	September 2021 Reviewed- February 2024
Signed	
Minuted	
Date of next review	Spring 2026

At Kedington Primary Academy, we pride ourselves on providing a centre of learning excellence that is based on positive relationships. Through these, children's curiosity about the world is ignited and a passion to pursue opportunities is unleashed. This policy is a fundamental component in ensuring this commitment is achieved and applies to all members of our school community.

### Aims

It is a primary aim of our school that every member of the school community is respected, supported and valued. As a result, an environment where exemplary behaviour is at the heart of productive learning, is created. Indeed, by promoting positive relationships, and with everyone accepting responsibility for their behaviour, the aims of this policy are as follows:

- Promote high expectations of positive behaviour, courtesy, mutual respect and consideration of others, within and beyond the school environment
- Help all children grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the school community and, ultimately, of wider society.
- Help all children to understand, regulate and manage emotions, and to increasingly show empathy and understanding to others
- Encourage and celebrate individual strengths and achievements of children and staff
- Promote self-esteem and self-discipline
- Build a community which values kindness, care, respect and empathy for others.

### Trauma Informed Schools Approach

Underpinning all we do to support positive relationships is the trauma informed schools approach. A **trauma-informed approach** in **schools** is designed to create a systematic model for schools to decrease the impact of trauma on students (Wiest-Stevenson, & Lee, 2016) and more appropriately address academic, behavioural, and socioemotional problems by recognising and responding to student behaviour from

a **trauma-informed** perspective. This is the core purpose of our school and we follow educational practices which Protect, Relate, Regulate and Reflect:

### Protect

- 'Meet and greet' at the classroom door with positive dialogue and body language. Staff are friendly and welcoming as children arrive in school
- Staff ensure that every interaction is socially engaging as 'every interaction is an intervention'
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- All children and staff have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well. For example, children who are continually triggered into alarm states, can access a calmer, smaller area with emotionally regulating adults. Some children will have personalised behaviour ladders so they can be equally successful.

### Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities and with emotionally available adults and therapies.

### Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions. This may be provided by trained staff in school or outside specialists.

- The use of Zones of Regulation is used across the school and there is consistency in language and recognising emotional triggers. This continues to be revisited throughout PSHE lessons and assemblies.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed. We promote a culture of care, respect and understanding.

### Reflect

- Staff are given training and development on building relationships, and this is consistent across the school.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences and given strategies for moving forward.
- PSHE sessions include learning about mental health, relationships, emotions, social media and tools for how to 'do life well' and manage emotions. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- A behaviour policy based not on punishment or sanctions, but rather on restorative conversations and repair.

### **Positive Relationships | General Statement**

Promoting positive relationships involves responsibilities and rights on the part of teachers, support staff and learners. Teachers and support staff are expected to act as role models for children, in terms of their behaviour, appearance and modelled relationships. Children have the responsibility to work together and have the right to enjoy respect and friendship. To support these responsibilities and rights, it is important that there is consistency in practice across the school. This includes:

- Consistent **language and response**
- Consistent **follow-up** – ensures certainty in the classroom; problems are never passed up the line, with all adults taking responsibility for behaviour interventions – support from more senior staff can be given, but never delegated
- Consistent **positive feedback** – routine procedures for reinforcing and encouraging children's learning
- Consistent **consequences** – defined, agreed and applied as detailed in behaviour policy
- Consistent **respect from adults** – even in the face of disrespectful children
- Consistent **routines** – in the classroom, on the playground, in the dining hall, assemblies- routines should be the same
- Consistent **environment** – positive, visual messages need to be given.
- Consistent **expectations**- all children know what is expected of them and how to meet the high expectations.

We recognise that involving parents/ carers in this process can also be extremely powerful. We achieve this in these ways:

1. **Positive Notes** – using Class Dojo/Showbie, class teachers may send messages home to parents/ carers, to share the learning achievements of a child.
2. **Celebration assemblies** – parents/ carers will be invited to join a weekly celebration assembly online (Family Assembly) so working parents can share in their child's achievements.

### **Negative Behaviour**

Any behaviour that breaches the school's behaviour policy should be addressed following procedures below:

- *Be calm* – children should be dealt with calmly, firmly but fairly, referring to what behaviour was inappropriate, and why a consequence is being applied
- *Address the behaviour, not the child* – it must be clear that it is the child's behaviour that is inappropriate, not them as an individual
- *Learning from mistakes* – it must be made clear what changes in behaviour are required to avoid future consequences
- *For recurring behaviour, school will seek further support from outside specialists so every child can improve*